DOCUMENT RESUME

ED 249 654 EA 017 234

AUTHOR Oliver, Ronald L.
TITLE Interviewing First Year Teachers: Applicant Appraisal for Secondary School Principals.
PUB DATE 1 Oct 82
NOTE 39p.
PUB TYPE Guides - Non-Classroom Use (055) -- Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Employment Interviews; Personnel Data; Personnel Evaluation; *Personnel Selection; Questioning Techniques; Secondary Education; *Teacher Effectiveness; *Teacher Employment
IDENTIFIERS Northwestern Oklahoma State University; Oklahoma

ABSTRACT

The personal interview examines the potential skills of the employee in relation to the organizational needs of the district for the present and the future. This paper analyzes capabilities of first-year teachers as evidenced by traits observed during the personal interview conducted by the secondary school principal. Research findings with particular emphasis on the personal interview are surveyed. One model of the selection interview process, proposed by W.B. Castetter in 1976, is presented as a pilot plan for integrating first-year teachers into the local system. Detailed information analyses are proposed for appraising the applicant before, during, and after the personal interview. Special importance is placed on developing a valid teacher selection interview method for first-year teacher applicants at the secondary level. The paper offers secondary school principals suggestions for interviewing first-year teachers. References are included, along with three appendixes: (1) qualifications for first-year teachers under Oklahoma House Bill 1706, (2) evaluation criteria for student teachers at Northwestern Oklahoma State University, and (3) competency requirements for graduates in secondary education at Northwestern Oklahoma State University. (Author/TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ronald L. Oliver
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED249654

Interviewing First Year Teachers: Applicant Appraisal for Secondary School Principals

Ronald L. Oliver

Northwestern Oklahoma State University

Department of Education

October 1, 1982

Running Head: INTERVIEWING FIRST YEAR TEACHERS

EA 017 234

Abstract

The personal interview examines the potential skills of the employee to the organizational needs of the district for the present and the future. This paper dissects capabilities of first year teachers as evidenced by traits observed during the personal interview conducted by the secondary school principal. Research findings, with particular emphasis to the personal interview, are surveyed. One model of the selection interview process is presented as a pilot plan for the inclusion of first year teachers into the local system through the interview process. Detailed informational analyses are proposed for appraising the applicant before, during, and after the personal interview. Special importance is placed on developing a valid and reliable teacher selection interview method in reference to secondary school first year teacher applicants. The paper offers secondary school principals suggestions for interviewing first year teachers.

Interviewing First Year Teachers:
Applicant Appraisal for Secondary School Principals

The personal interview examines the potential skills of the employee to the organizational needs of the district for the present and the future.

Schmitt (1976) did an extensive review of the literature evaluating the general traits needed by the interviewer for positive prediction in an interview situation. The conclusions of the research indicated there were several viable conclusions to be made regarding selection theory. The conclusions indicated: the use of a structured interview guide would improve interviewer reliability, knowing the requirements of the job would help the interviewer, interview training to avoid bias in rating might be appropriate though not much effort had been directed towards this problem, the interviewee was forming an impression of the interviewer, and even when he/she was not an acceptable candidate the interview might be employed as a public relations tool.

In examining reliability and validity in relationship to the interview situation two major problems arose: the amount of structure to be used and the specificness of an appropriate criterion (Walsh, 1975). Generally, the personal interview structured around a carefully perceived and systematic procedure would enhance the level of staff selection (Smith, 1972). Research by Shoemake (1974) confirmed the development of a teacher selection interview system would be productive to certain criteria in predicting teacher success.

Personnel selection quite often was subjective in nature, having as its base, certain value judgments in the mind of the decision-maker (Harrick, 1974). The reason for leaving a job and the opportunities provided by a new job were two of the most frequent concerns of employees considering a job change (Harlan, Kerr, and Kerr, 1977). These concerns inferred individual traits may determine the success of the job applicant.

There appeared to be at least four types of nonverbal cues (traits) related to a candidate's behavior from which interviewers were likely to draw inferences from the

candidate (Hatfield, 1978). These included: body language (e.g., gesture, posture, eye behavior), appearance (e.g., clothes, height, weight, general attractiveness), touching behavior (e.g., handshakes), and proxemics (e.g., physical distance between interactants, seating arrangements).

Early personnel research concentrated on correlating objective test scores with criterion measures. Clinical prediction techniques were considered inferior, a position to which many psychologists took exception (Welker, 1977). Gildersleeve (1976) inferred interviewing techniques could be grouped into four separate actions: motivating the respondent, building confidence, examining respondent behavior, and examining the actions of the interviewer.

Interviewer and interviewee could be examined by recording the conversation on a video-tape. After reviewing the literature, Toler (1975) concluded there was a strong need to investigate the comparative effectiveness of programmed instruction, cued-video-tape modeling, and behavioral feedback on the acquisition of interview skills.

Emphasis in the business environment on proper interviewing techniques centered on four main aspects: the resume, the job-seeking letter, a listing of potential interview questions as perceived by the interviewer, and minimum qualifications (Boris, 1978). These aspects were developed as part of the examination of an earlier study by Berger (1977) in which selection decision, the interview plan, resume analysis, skills profile, the job description, and the vacancy were established as functions of the interview process.

Closely related to the interview was the climate of the organization. Lewis (1978) examined the relationship between the perceptions of principals and their teachers in schools concerning the selection process for professional staff and the organizational climate of the school. The findings: perceptions about a process in a school were related to the climate of the school, schools characterized by non-congruence of perception between the principal and teachers about a process in the school had high subtest scores on the Occupational Climate Description Questionnaire subtest of hinderance indicating a dissatisfaction with the

teachers in the school, schools characterized by congruence of perceptions between the principal and the teachers about a process in the school had high subtest scores of thrust and consideration indicating good principal-teacher relationships in the school, and school principals should be aware of the importance of their own and their teachers' perceptions about processes in their school and the relationship between those perceptions and school morale.

Interview criterion measures varied according to the interviewer and philosophy of the district in the research findings of Dederick (1974). Borovicka (1973) suggested nonverbal behavior was deemed to be crucial among prospective teachers during face-to-face interviews. There was the suggestion educational decision-making applied to teacher personnel selection could be predicted (Merritt, 1971; and Lasher, 1976).

At the university level, research findings indicated the potential employer first assessed the possibility of the value of the candidate to the organization through the initial interview (Warthen, 1978).

A Model of the Selection Process

Castetter (1976) provides a model of the selection process for school administrators. This process can be delimited to interviewing secondary school first year teaching applicants. The model includes: develop selection policies and process, prescribe position role, define position behavioral characteristics, compile appropriate information on candidates, evaluate candidate information and screen applicants, make employment decision, make employment offer, and place in position.

Develop Selection Policies and Process

Selection activities must be delegated to internal and/or external personnel. If a teacher within the system is going to replace the teacher who is leaving there is no need to search for a secondary school first year teacher applicant. There must be a decision if the secondary school principal, superintendent, or both will do the initial screening of applicants and interviewing. If the secondary school principal does the initial screening will one, two, three, etc., candidates be seen by the superintendent?

The secondary school principal and the superintendent must evaluate the role the board of education wishes to play in the employment process. If the board of education leaves the employment decision up to the administration, will the board support the recommendation?

Prescribe Position Role

There should be a listing of expected patterns of behavior. Minimum qualifications by degree and experience must be in writing before formally interviewing candidates. All extracurricular duties such as coaching, club sponsors, study hall, etc., must be made clear to the applicants. Unusual requirements, such as in-district residence, should be in writing.

Define Position Behavioral Characteristics

The secondary school principal should analyze the mental, physical, personal, and professional components in order to compare required and expected behavior patterns.

Compile Appropriate Information on Candidates

The secondary school principal should develop information about candidates from application blanks, transcripts, credentials, examination scores such as the National Teacher's Examination, interviews, observations, reference and

background checks, and biographical inventories. This information should not be kept in the secretary's file drawer. All application material should be sent to the office of the superintendent regardless of who does the initial screening and interviewing. A checklist should be drawn to inventory information as received on each candidate. Sometimes there may be a need to mail incomplete background checklist information to candidates to make sure they are aware all information has not been received for their official folder.

Evaluate Candidate Information and Screen Applicants

There will be a comparison between the candidate appraisal report and the required/actual behavior pattern. A decision will be made regarding how many applicants to interview and if first year teacher applicants will be included in the interview process. The strengths and weaknesses of applicants will be listed according to interview possibilities. There will be a decision on how the unsuccessful candidates will be notified. The secondary school principal and the superintendent will determine if

notice is required to applicants who applied and were not interviewed.

Make Employment Decision

Is this the right candidate for the job, and is this district the right job for the candidate? Both the successful applicant and the district must be happy with the decision.

Make Employment Offer

The employment offer should be made by the superintendent speaking for the board of education. If a board of education interview is not required, the superintendent should make certain the potential successful applicant understands the contract is contingent upon approval by the board at a regular meeting. The day after the board meeting the superintendent can call the successful applicant. If a board of education interview is required, the superintendent can call the successful applicant the day after the board meeting.

Place in Position

Employment of personnel is the first step in the developmental process.

Responsible Agents

The district should have a written guide for the responsibilities of administrators and district teachers in the hiring process. Possible responsible agents include: the board of education, superintendent, assistant superintendent, personnel director, principal, assistant principal, supervisor, departmental head, classroom teacher, and others as necessary.

Each of the possible responsible agents may play some part in the selection activities. These selection activities may include: development of selection policy, organization and administration of the selection process, budgeting for selection process, provision for clerical and secretarial support, employment of consultant services, conduct of training sessions for personnel selection, development of position guides, formulation of selection criteria, development and administration of forms and records to facilitate the selection process, gathering applicant information, selection of personnel, employment of personnel, assignment of personnel, evaluation of results of the selection process, and updating and improving the selection plans.

Sources of Applicants

The following list provides common sources of applicants for secondary school first year teachers.

University education departments

University placement offices

Individual university professors

(education and subject specialty departments)

Professional placement services

(usually require a fee)

Other district superintendents

Other district secondary school principals

District teachers

(may have friends or relatives seeking a position)

Other district secondary school teachers

Newspaper

State department of education

Applications received at random

Word-of-mouth

Substitute teachers

Secondary school student teachers

Position Guide Requirements

Districts should have written position guides for advertised positions. A copy of the position guide should be given to secondary school first year teaching applicants.

Position title

(high school science, junior high school math, etc.)

Position code

Primary function

Major classroom responsibilities

Special assignments

(coaching, sponsor, etc.)

Organizational responsibilities

(to whom does the teacher report; for whom is the teacher responsible)

Performance standards

Qualifications

(education, experience, skills, abilities, knowledges, and other requirements as needed)

Appraising the Applicant and Data

Each of the following questions is structured to appraise the applicant and data with specific emphasis on secondary school first year teacher applicants. The secondary school principal should make a written record regarding each of the variables.

Does the Applicant Show a Good Record of Achievement?

The secondary school principal should review the transcript evaluating the overall grade point average, major subject grade point average, and grade point average in education courses including student teaching.

Has the Applicant Held Responsible Positions in Growth Situations?

The secondary school principal should appraise the first year teacher's experiences in scouting, church work, outside jobs, college activities, and community service.

Are There Sudden Shifts in Colleges?

Has the applicant attended more than one college or university? Why? Three or four transfers are not common.

Does the Resume Clearly Indicate the Geographical Preference of the Applicant?

What about out-of-state applicants? Why is a teacher applying for a position not in a specified geographical arena?

Does the Applicant Prefer a Large or Small School Setting?

If the secondary school first year teacher attended a high school of 200 students, he/she may not wish to teach in a high school of 1,500 students. If the applicant grew up in a large community, he/she may not wish to teach in a small community.

What are the Attributes of the Candidate Outside of the Classroom?

Most secondary schools require teachers to coach, sponsor cheerleaders, help with the student council, etc. Even if the applicant has no athletic background he/she may be able to help in other areas of activities.

Is the Resume Complete and Accurate?

Has the secondary school applicant included a maximum amount of background material to support his/her qualifications for the position?

Why Does the Applicant Want the Position?

Why does the secondary school first year teacher want to teach in a specific community at a specific school?

Is the Applicant Qualified for the Position?

The secondary school principal is doing the district and the first year teacher a disservice by placing an entry year teacher in a position such as head football coach, curriculum coordinator, departmental head, etc.

Standards

The following standards are minimums for hiring secondary school first year teachers.

Personality

Preference should be given to candidates with poise, emotional stability, cheerfulness, enthusiasm, ability to get along with others, and morals.

General Culture

Prospective teachers should possess intellectual, cultural, and social interests in addition to enthusiasm.

Sex

Federal law must be observed. Many principals try to keep an equal balance of male and female instructors.

Age

Federal law must be observed. Many principals try to keep a balance among young, middle age, and older teachers.

Experience

Secondary school principals should not hire first year teachers for positions which require experience. However, secondary school first year teachers normally can be expected to teach in most positions and help in many extracurricular activities.

Marital Status

Federal law must be observed. Many districts will try to help with possible employment for spouses either in education or in the business community.

Health

Federal law must be observed. Most districts require prospective teachers to submit a statement of good physical health before employment.

Hiring Hometown Secondary School First Year Teachers

A perennial question is the relative desirability of the hometown teacher. The hometown teacher may be defined as

a prospective teacher who: lives in the community at the present time; lives in a different community, but who grew up in the community and his/her parents may live in the community; or one who grew up in the community, now lives in the community, and plans to spend the rest of his/her life in the community. In regard to teaching efficiency, teachers should be hired based on qualifications, not hometown. The best possible applicants should be interviewed for a position. This may or may not involve hometown applicants.

Some secondary school principals object to hiring hometown first year teachers based on the following criteria: hometown teachers of poor ability can bring pressure on local boards of education and obtain employment they could not otherwise secure; they are hard to deal with when they fall short in competence; and they are subject to the antogonisms of their family in the community.

Although there is little data in the literature regarding hometown teachers, this particular writer contends the disadvantages outweigh the advantages in hiring hometown secondary school first year teachers.

Openended Questions

Secondary school principals involved in the hiring process should ask themselves the following questions before initiating interviews.

What are the specific conditions for hiring a first year teacher in our district?

What is the most important factor to examine in deciding to grant a first year teacher an initial interview?

What is the initial factor to examine in a first year teacher's credentials to grant an initial interview?

What is the initial factor to examine in a first year teacher's transcripts to grant an initial interview?

What is the most important personal quality to evaluate during the first year teacher's initial interview?

What primary non-verbal factors are evaluated during the initial interview with the first year teacher?

What primary verbal factors are evaluated during the initial interview with a first year teacher?

What primary cognitive skills must the first year teacher possess to be considered for employment?

What is the importance of the first year teacher to instruct in more than one grade or subject level?

What is the final determinant in the decision to hire a first year teacher?

The preceding section, Openended Questions, and the following section, Interviews, are based on variables examined during the brief review of the literature at the beginning of the paper.

Interviews

The following suggestions correlate with the interviewing of secondary school first year teachers by the building principal.

Thoroughly explain the model of the selection process to the first year teacher being interviewed.

The principal should refer to the position guide requirements and give first year teacher applicants a written copy of the document.

The principal must remember his/her role in the hiring process. The board of education must approve all contracts. Principals should not offer a candidate a position or an interview with the board of education without the approval of the superintendent.

First year teacher applicants should not be given clues regarding their chances of employment unless a decision has been pre-determined to hire a specific person. Applicants should be notified at the conclusion of the interview process regarding their status.

Generally, interview the strongest candidate first and the second strongest candidate second.

Principals should not offer any applicant a position without a formal interview in person.

The number and length of interviews increase with the importance of the position.

The principal should have a written interview pattern so all candidates are asked the same questions.

At least one administrator should call references listed in the credentials.

The principal should be prepared ahead of time.

The applicant must be certified to be offered a contract.

The following items should be in a personnel folder for each applicant before the actual interview: the initial letter of application, credentials, transcripts, a copy of the teaching certificate, completed district application, personal notes regarding phone conversations or recommendations, a list of strengths and weakness of the candidate, the written interview guide, the position guide, and other papers as needed.

Each of the candidates being interviewed should be aware of the following: the board of education handbook, working conditions, teacher handbook, student handbook, graduation requirements, district grading procedures, curriculum guides, and the chain-of-command.

The principal should take the first year teacher applicant on a tour of the physical plant.

Let the first year teacher applicant talk with each of the following: a secretary, a custodian, another teacher in the building, a teacher in the same grade or subject level, the activities director, and a student. The principal can select these personnel in advance so representative personnel are chosen to participate in the interview process.

The principal should structure the interview so the easy questions are first. The initial question should be in the area of having the first year teacher review his/her background.

The principal should ask questions to let the applicant talk about his/her philosophy. There should be no concentration on right or wrong responses, but emphasis should be on the rationale of the responses.

First year teachers should be asked their short range and long range goals.

Principals should note the small items such as the type of handshake, dress and appearance, and willingness to speak.

Plenty of time should be allowed for interviews. Too much time is better than too little time.

Interviewing teacher applicants requires formal training in school administration.

The interview and the hiring process is the first step in personnel development.

There should be at least two district representatives present in all interviews. The second person, the non-principal, could include another administrator, a teacher, the curriculum coordinator, etc.

All phases of the interviewing process should be in writing.

Openended Topics

The following topics can be developed into openended questions to assess the philosophy and ability to speak of secondary school first year teacher applicants.

What are your opinions regarding merit pay? Why?

Elucidate the role of the teacher with exceptional children.

What is the importance of multicultural education?

Interpret the role of parents in schools.

What is your philosophy of grades in your particular area of expertise?

What is the proper correlation between academics and extracurricular activities?

Identify the role of the school principal.

Detail each of the major teaching methods and how you would use each in the classroom.

List five characteristics of an effective teacher.

What motivates students?

Discuss the age level characteristics of students in your area of expertise (junior high school or senior high school).

Summary

The potential skills of the secondary school first year teacher applicant were examined through the personal interview. Traits observed by the secondary school principal during the interview were dissected. There was a brief review of the literature regarding the history of the interview. There was a presentation of one model of the selection interview process. Detailed informational analyses were proposed for appraising the applicant before, during, and after the personal interview. Special importance was placed on developing a valid and reliable teacher selection interview method in reference to secondary school first year teachers. The paper offered secondary school principals suggestions for interviewing first year teachers.

References

Berger, L. A. (1977). Beneath the tip of the iceberg. Personnel. 5. 61-67.

Boris, E. Z. (1978). The interview in a business writing course. ABCA Bulletin. 6. 23-24.

Borovicka, M. J. (1973). Non-verbal behaviors associated with openmindedness among prospective teachers during face to face interviews. Unpublished doctoral dissertation, New Mexico State University.

Castetter, W. B. (1976). The personnel function in educational administration (2nd ed.). New York: Macmillan.

Dederick, J. E. (1974). The identification of interview criterion for the selection of teachers for the disadvantaged elementary schools of the Los Angeles unified school district. Unpublished doctoral dissertation, Brigham Young University.

Gildersleeve, T. R. (1976). Conducting better interviews. Journal of Systems Management. 5. 24-28.

Harlan, A., Harlan, J., and Kerr, S. (1977). Preference for motivator and hygiene factors in a hypothetical interview situation: Further findings and some implications for the employment interview. Personnel Psychology. 30. 557-566.

Harrick, E. (1974). The impact of the weighted application blank in personnel selection. Unpublished doctoral dissertation, St. Louis University.

Hatfield, J. D. (1978). Non-verbal cues in the selection interview. Personnel Administrator. 1. 30-37.

Lasher, J. (1976). The teacher perceiver interview as an instrument for identifying characteristics of prospective teachers. Unpublished doctoral dissertation, University of Wyoming.

Lewis, B. (1978). The elementary principal's process of personnel selection and its relationship to the organization climate of the school. Unpublished doctoral dissertation, Boston University School of Education.

Merritt, D. (1971). Relationships between attitude congruency and attraction to candidates in teacher selection. New York: AERA.

Northwestern Oklahoma State University Department of Education. (1982). Competencies of first year teachers.

Northwestern Oklahoma State University Department of Education. (1982). First year teacher sufficiencies.

Schmitt, N. (1976). Social and situational determinants of interview decisions: Implications for the employment interview. Personnel Psychology. 29. 79-101.

Shoemake, J. F. (1974). The development of a teacher selection interview system to be productive to certain criteria in predicting teacher success. Unpublished doctoral dissertation, University of Kansas.

Smith, H. (1972). The reliability of the personal interview as a predictor of teaching success. Unpublished doctoral dissertation, Ohio University.

State of Oklahoma. (1982) Entry-year assistance program packet. Oklahoma City: Department of Education.

Toler, H. C. (1975). The relative effectiveness of programmed instruction, cued-video tape modeling, and behavior feedback on the acquisition and use of interview skills. Unpublished doctoral dissertation, Indiana University.

Walsh, U. R. (1975). A test of the construct and predictive validity of a structured interview. Unpublished doctoral dissertation, University of Nebraska.

Warthen, C. O. (1978). Factors related to women's participation in community college career selection. Unpublished doctoral dissertation, Illinois State University.

Welker, R. R. (1977). A Descriptive comparison of the judgment-forming process in personnel selection. Unpublished doctoral dissertation, Arizona State University.

Clarification of Appendices

Appendix A

The intent of Oklahoma House Bill 1706 is to establish qualifications of first year teachers in the accredited schools. Entry year teachers are evaluated in writing on each of the competencies.

Appendix B

Each of the sufficiencies are evaluated in writing on all secondary school student teachers at Northwestern Oklahoma State University.

Appendix C

Education courses at Northwestern Oklahoma State University are structured to meet the competencies expected from university graduates preparing for secondary school first year teaching assignments.

Appendix A

Oklahoma House Bill 1706 Competencies for First Year Teachers

Human Relations Competencies

Sensitive to the needs/feelings of others

Builds self-awareness and a positive self-concept

Provides positive reinforcement

Interacts effectively with parents/staff

Treats students firmly/fairly

Develops/maintains rapport with students

Helps students to understand similarities/differences

Aware of growth/development patterns

Exhibits sense of humor

Attempts and/or uses ideas of students

Teaching and Assessment Competencies

Organizes time, resources, materials

Clear explanations of material

Implements variety of instructional strategies

Encourages class participation

Recognizes/uses impromptu teaching

Utilizes valid testing techniques

Exhibits enthusiasm for subject matter

Demonstrates initiative and responsibility

Professional Competencies

Maintains a friendly relationship with employees

Exhibits leadership

Works effectively as a member of the educational team

Demonstrates evidence of professional scholarship

Effectively expresses written/verbal communication

Demonstrates appropriate behavior and composure

Uses current theories/practices

Classroom Management Competencies

Maintains classroom discipline

Handles disruptive students effectively

Treats students fairly

Provides environment conducive to learning

Teacher/students have accessibility to materials

Safe/attractive room arrangement

Makes effort to include all students in classroom interaction

Students/teacher are courteous/respectful

Gives clear, explicit directions to students

Careful for the safety of the student

Appendix B

First Year Teacher Sufficiencies

Northwestern Oklahoma State University

Demonstrates knowledge of subject and curriculum

Demonstrates skills in oral and written communication

Demonstrates ability in organizational and planning skills

Demonstrates the ability to employ a variety of teaching methods and learning activities

Demonstrates the ability to identify, organize, and utilize a variety of audio-visual media and resources

Demonstrates the ability to effectively evaluate and report student performance

Demonstrates how to individualize instruction

Demonstrates skill in employing techniques to prevent or resolve disruptive and undesirable student behavior

Demonstrates knowledge of legal, ethical, and professional considerations

Demonstrates knowledge regarding the physical environment

Demonstrates broad knowledge and interests in areas other than his/her teaching field

Appendix C

Competencies of First Year Teachers

Northwestern Oklahoma State University

Ability to employ a variety of teaching techniques and methods

Skill in employing techniques which prevent disruptive and undesirable student behavior

Knowledge of curriculum in one's own discipline

Knowledge of the characteristics of effective teachers

Ability to effectively evaluate and report student performance

Knowledge of techniques which effectively resolve disruptive and undesirable student behavior

Ability to select appropriate instructional strategies to accomodate instructional objectives for specific content and students

Knowledge of the rights and responsibilities of teachers, students, administrators, and staff

Ability to identify and organize resource materials to accomplish instructional strategies and techniques

Skill in formulating lesson plans in one's own discipline

Ability to conduct parent-teacher and teacher-student conferences

Knowledge of the development of adolescent's morals, values, interests, and attitudes

Knowledge of legal and ethical considerations of school personnel

Knowledge of the adolescent's relationship to peers, parents, and teachers

Knowledge of techniques to manage the physical environment of the classroom

Knowledge of requirements for certification

Knowledge of the adolescent's roles, goals, and other concerns

Knowledge of intellectual growth and development of the individual

Knowledge of major contemporary problems in education

Knowledge of the various types of exceptional children

Knowledge of various instructional strategies appropriate for exceptional children

Knowledge of characteristics of a profession and the development of education as a profession

Knowledge of physiological and health factors in adolescence

Knowledge of requirements for accreditation

Ability to write various levels of goals and instructional objectives

Ability to effectively utilize audio-visual materials with various methods

Ability to operate basic audio-visual media

Ability to interpret and use standardized test information

Knowledge of learning theory, principles, and techniques as explained by behavior, cognitive, and humanistic psychology

Knowledge of the culturally diverse nature of American society as it relates to the school

Ability to select and prepare audio-visual materials

Knowledge of various publications devoted to education and to one's discipline

Knowledge of the organization of public schools

Knowledge of professional organizations in education

Knowledge of the historical and philosophical development of education in the United States